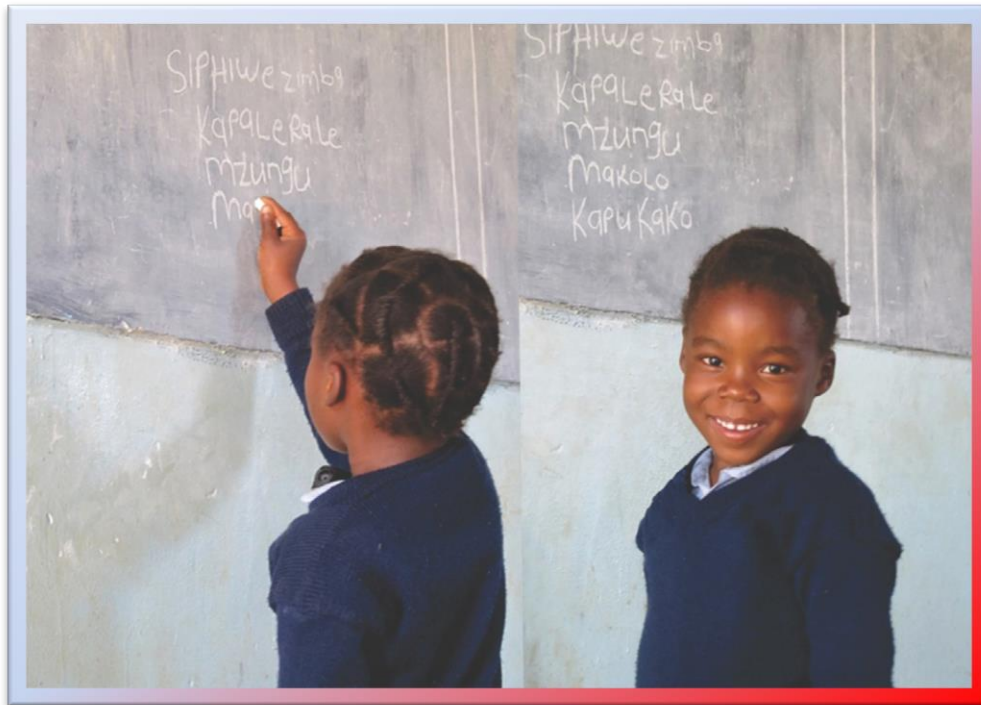




REPUBLIC OF ZAMBIA  
MINISTRY OF GENERAL EDUCATION



# SBA MONITORING GUIDE:

## MONITORING TOOLS AND PROTOCOLS FOR SCHOOL-BASED ASSESSMENT

*Directorate of Standards & Curriculum, in Collaboration with*  
**USAID/Zambia Read to Succeed Project**

JANUARY, 2016

**RTS Learner Assessment Series # 3**

INTEGRATING TEACHING, LEARNING AND ASSESSING



**USAID**  
FROM THE AMERICAN PEOPLE



School-to-School International  
Creating the conditions of success for every child.



Republic of Zambia  
MINISTRY OF GENERAL EDUCATION

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JANUARY 2016

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## **Preface**

The Ministry of General Education began implementing the new Primary Literacy Programme (PLP) in January 2014. The PLP has a specific teaching approach which emphasizes the teaching of letter sounds and phonics to improve Early Grade Reading.

To accompany the PLP, a School-Based Assessment Scheme (SBA) was introduced. SBA encourages the practice of continuous assessment, which is both formative and summative. Although SBA was initially developed to support improvements to the reading program, it is relevant for continuous assessment in all subjects including the teaching of mathematics and science.

The SBA Monitoring Guide provides guidelines and procedures for monitoring the implementation of the SBA at different levels from the classroom, schools, zone to district levels. Special monitoring tools for recording the implementation of the assessment procedures are also included.

It is the Ministry of Education policy that schools should schedule monitoring activities and share the information that they obtain about assessment through the monitoring process. This guide serves to indicate how schools can use this information.

Permanent Secretary  
Ministry of General Education

## Acknowledgements

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The development of the School-Based Assessment Scheme and Guidelines was a result of a series of consultative and collaborative activities which accompanied the curriculum review processes conducted by the Ministry of General Education in collaboration with a number of education stakeholders. The process started with the review of the existing assessment procedures and guidelines in the Primary Reading Program (PRP) and in light of the general teaching and learning processes in the primary schools of Zambia. The process, therefore built on the MOGE's PRP and existing assessment practices.

This Monitoring Guide has been prepared as an aide to implement the School-Based Assessment Scheme (SBA), providing schools, zones, districts and provinces with the protocols and tools they need

The MOGE appreciates the efforts of the different organizations and individuals who were involved, including class teachers, Zonal In-service Coordinators (ZICs), District Resource Center Coordinators (DRCCs), University and Colleges of Education Lecturers, Provincial Resource Center Coordinators (PRCCs), Head-teachers, Curriculum Specialists, Senior Education Officers at District and Provincial levels and Senior Examinations Specialists and Researchers. Their efforts helped to make this document relevant and authentic.

Special thanks go to USAID Zambia/Read to Succeed Project for their financial and technical support during the development process. In particular special mention should be made of Dr. Mark Lynd, President of School to School International (STS) and Mr. William M. Kapambwe, Performance Monitoring Advisor-RTS who facilitated the process of developing the School-Based Assessment Scheme and Guidelines.

I would like also to extend my heartfelt gratitude to the Read to Succeed Chief of Party, Dr. Tassew Zewdie and the Deputy Chief of Party, Mr. Francis Sampa for providing overall guidance during the development process. Thanks also to the Communication and Knowledge Management Specialist for USAID/Zambia Read to Succeed Project, Mr. Nephas Hindamu, for formatting the document.

C.N.M. Sakala (Mrs.)  
Director-Standards and Curriculum  
**MINISTRY OF GENERAL EDUCATION**

## Acronyms

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ATM	:	Assessment Task Map
CDC	:	Curriculum Development Centre
CA	:	Continuous Assessment
CDS	:	Curriculum Development Specialist
CO	:	Comprehension
DRCC	:	District Resource Centre Coordinator
DEST	:	District Education Support Team
EOT	:	End of Term (Assessment)
ECZ	:	Examinations Council of Zambia
MOGE	:	Ministry of General Education
NEST	:	National Education Support Team
NLF	:	National Literacy Framework
NEP	:	National Education Policy
PA	:	Phonemic Awareness
PEST	:	Provincial Education Support Team
PH	:	Phonics
PLP	:	Primary Literacy Program
PLDs	:	Proficiency Level Descriptors
PS	:	Proficiency Standards
PRCC	:	Provincial Resource Centre Coordinator
PRP	:	Primary Reading Program
RTS	:	Read to Succeed
SBA	:	School-Based Assessment
SEO	:	Senior Education Officer
SESO	:	Senior Education Standards Officer
SEST	:	School Education Support Team
SIC	:	School In-service Coordinator
SOW	:	Scheme of Work
SRO	:	Senior Research Officer
STS	:	School to School International
TESS	:	Teacher Education and Specialized Services
USAID	:	United States Agency for International Development
WR	:	Writing
VO	:	Vocabulary
ZEST	:	Zonal Education Support Team
ZHT	:	Zonal Head Teacher
ZIC	:	Zonal In-service Coordinator

## Continuous Assessment and SBA

Continuous Assessment is one of the most important tools a teacher has for helping children to become competent learners; it involves the ongoing observation and tracking of children's progress toward learning outcomes so the teacher can modify instruction and increase each learners' chances of success. Continuous assessment not only provides information on how well learners are acquiring knowledge, skills, attitudes and values, but it also provides information on where learners need support to achieve learning outcomes.

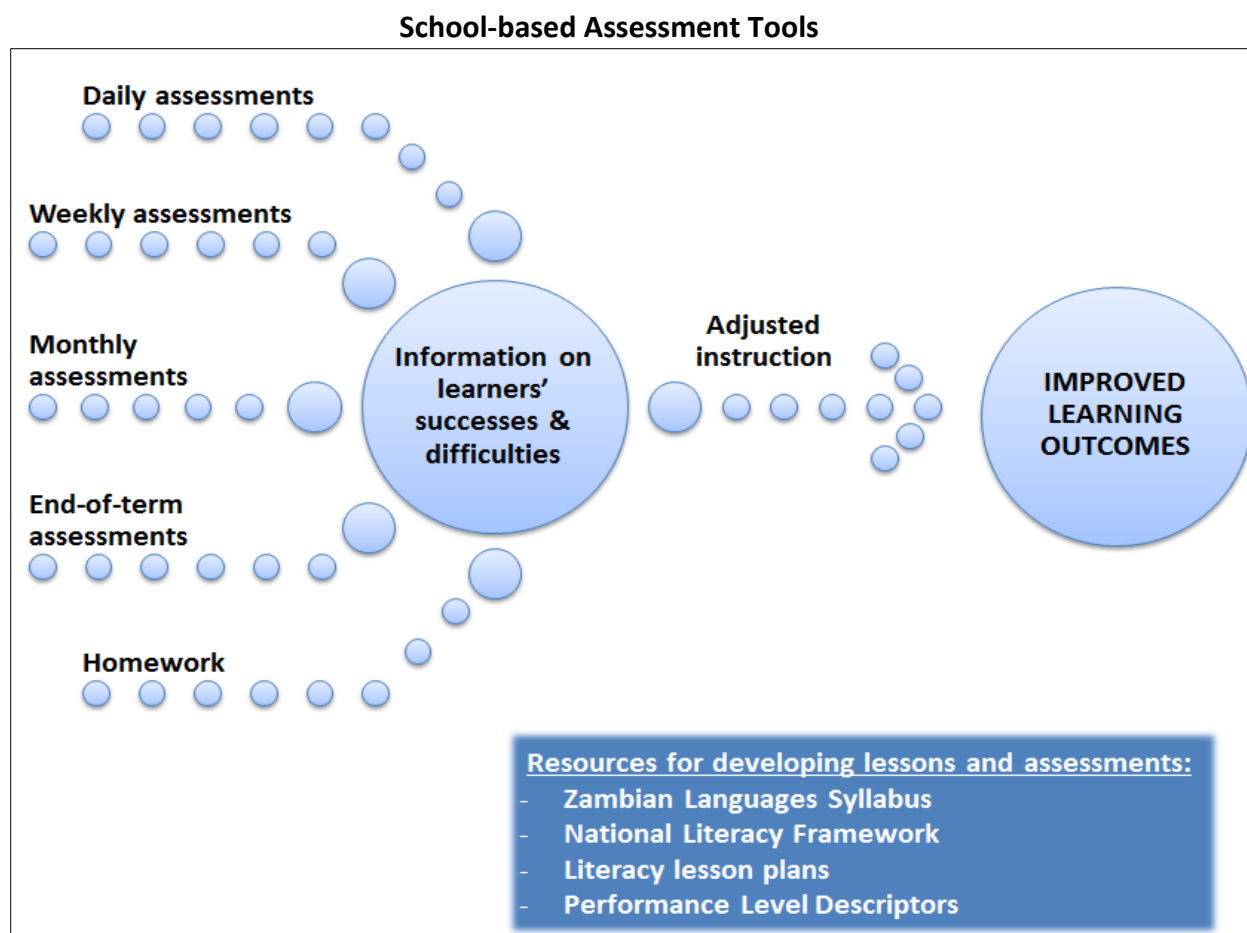


Figure 1: School-based Assessment Tools

In order to help teachers apply this principle, the MOGE, in collaboration with USAID/ Zambia Read to Succeed Project, has developed and compiled several Continuous Assessment Tools in one approach called School-Based Assessment (SBA) Scheme. The SBA consists of daily, weekly, monthly and end-of-term tools and procedures for assessing learning on an ongoing basis. The Teachers' Guide developed by MOGE describes each of these tools and accompanying procedures so that teachers can plan and implement continuous assessment.

The SBA Monitoring Guide outlines protocols and provides tools that are necessary to capture how SBA is being implemented, not only by schools, but also by zones, districts and provinces. The SBA Monitoring Guide suggests mechanisms for ensuring that what we learn from assessment is re-invested and helps us improve the practise of teachers and the educators that support them.

### Characteristics of the 4 Types of School-Based Assessment

Assessment type	Administration	Scoring	Structure	Purpose	Format	Share results with:
Daily	Group or individual	Not usually scored	Informal	Formative	Usually oral, sometimes written	Learners
Weekly	Group	Group	Informal	Formative	Oral or written	Learners
Monthly	Individual	Individual	Formal	Summative	Oral or written	Head Teacher, parents
End-of-term	Group	Individual	Formal	Summative	Written	Head Teacher, parents
Homework*	Individual	Individual	Informal	Formative	Written, projects, etc.	Learners, parents

Figure 2: Characteristics of the 4 Types of School-Based Assessment

## SBA Monitoring

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SBA monitoring is the process of tracking how Student-Based Assessment (SBA) is implemented in classrooms, schools, districts and provinces.

### Why do we do SBA Monitoring?

We do SBA monitoring for three reasons:

- 1) It helps us learn how well SBA is being implemented.
- 2) It helps us learn about the successes and challenges of teaching and learning reading as well as other subjects in the early grades
- 3) It helps us learn how teachers align and integrate the teaching and regular assessment.

With this information, we can improve the implementation of SBA as well as teaching and learning throughout the school system.

### What are we trying to learn with SBA monitoring?

This SBA monitoring system is designed to answer four questions:

- Are **teachers** conducting SBA correctly (according to procedures laid out in the SBA Guide)?
- Are SBA **support personnel** performing their roles correctly (according to procedures laid out in this guide)?
- What do the **results** of SBA monitoring tell us about **how teachers are teaching, how learners are learning**, and what should be done to improve the teaching and learning of reading in the early grades?
- What do the **results** of SBA monitoring tell us about SBA, **what is working well, what is not working well**, and what should be done to improve its implementation?

## SBA Monitoring Framework

The SBA Monitoring Framework is designed to collect information on School-based Assessment from all those involved in implementing SPRINT and continuous assessment at different levels of the education system.

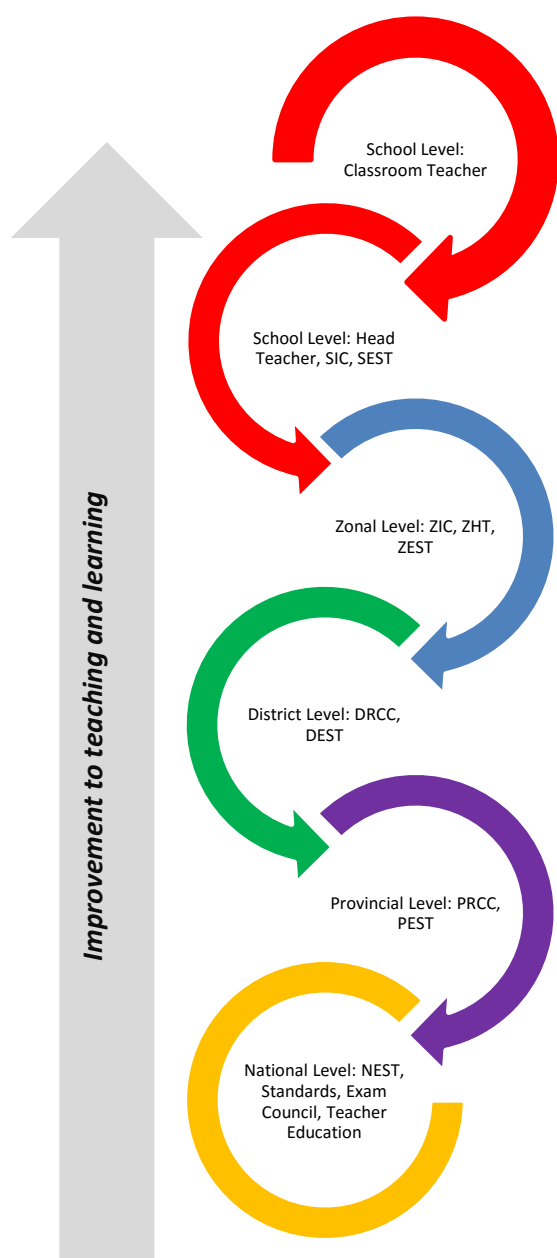


Figure 3: Actors involved in SBA Monitoring

The information that teachers collect about student learning needs to be “fed forward”. In other words, information must be analysed and shared with others in order to ensure that we can learn about how SBA is being implemented and how teaching and learning is taking place. (*See the curved arrows*).

While information about student learning is fed forward, analysis and reflection about student learning is fed back so that improvements can be made to both teaching and learning. (*See the large, straight arrow*).

The monitoring of SBA requires the involvement of both school-based personnel (teachers, head teachers, and SICs) and external facilitators (ZICs, DRCCs, PRCCs, ZESTs, DESTs, PESTs, Principal –Teacher Training-TESS and NESTs).

## Procedures for Monitoring SBA

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This guidebook provides each facilitator of SBA (teachers, support teams, etc.) with:

- A description of his or her role in monitoring SBA
- A description of recommended procedures
- Tools for carrying out SBA monitoring (schedules, forms)
- Ideas for data use

### Role



### Roles in SBA Monitoring

In this section, you will learn why you are participating in SBA Monitoring and what is expected of you. What information are you responsible for collecting? Who will you pass the information to once it is collected? What is the main purpose of the data you are collect?

### Procedures



### Recommended Procedures in SBA Monitoring

Procedures will describe how to collect information on SBA. What activity will enable you to collect the SBA information? At what frequency do you need to collect information and convey it to others? Where relevant, information is provided on best practices for collecting SBA information.

### Tools



### Tools for Participating in SBA Monitoring

In the tool section, a recommended schedule for collecting SBA information is provided for each role. Different tools are designed for different purposes at different levels. The forms developed for monitoring will ask specific questions and guide each person or team in collecting relevant information.

### Improvement



### Ideas for Data Use and Improvement

In this section, you can consider how to interpret the assessment information you collect. What do the SBA results tell you about your pupil/school/zone's performance? What does it say about the learning and teaching processes or the teaching and learning of reading? What do results tell you about the implementation of SBA or of fidelity of implementation schedules? Are teachers adhering to the SBA Scheme? How can information you have collected be used to continuously improve learning? All of these questions can be addressed in this section.

# Section A

## SBA MONITORING AT THE **SCHOOL-LEVEL**

Resources for:

- Classroom Teachers
- Head Teachers
- School-In-service Coordinators

## 1. Classroom Teacher

Role



### Role of Classroom Teacher:

#### Importance of the Role:

The classroom teacher has the opportunity to collect information about SBA on a daily basis. Teachers can describe not only how children are learning, but also what they themselves are learning about teaching through continuous assessment. Teachers play the most central role in the implementation of SBA practices.

#### What is Expected?

- Classroom teachers are expected to design and conduct:
  - Daily Assessment,
  - Weekly Assessment,
  - Monthly Assessment,
  - End-of-term Assessment, and
  - Homework\*.
- Assessment should be demonstrated in teacher's work plans, Records of Work
- Teachers should produce an assessment schedule that demonstrates how they are planning for assessment.
- Classroom teachers will assess their own teaching and identify areas of strength and areas where they need guidance.
- Monthly and end-of term assessment results should be shared with other teachers in Teacher Group Meetings and summarized for the Head Teacher , the SIC, the SEST and parents.



## Recommended Procedures for SBA Monitoring

<b>Type of Assessment Results</b>	<b>How should you use results?</b>	<b>Share results at your level</b>	<b>How will you get feedback about how you conduct SBA Monitoring?</b>
<b>Daily*</b>	<p>Use them to see how well the lesson is progressing; which learners are falling behind and what topics or learning outcomes are problematic.</p> <p>Use them to improve teaching and learning in your classroom.</p>	<b>Learners</b>	Feedback from Head Teacher, SIC, SEST based on classroom observation, review of learners' notebooks to see if marking is up-to-date.
<b>Weekly*</b>	<p>Use them to see get a general sense of how learning outcomes are being achieved; which learners are falling behind and what topics or learning outcomes are problematic.</p> <p>Use them to improve teaching and learning in your classroom</p>	<b>Learners</b>	Feedback from Head Teacher, SIC, SEST based on classroom observations. Teachers' personal evaluations of their performance in Record of Work.
<b>Monthly*</b>	<p>Compile results on learning outcomes for each learner. Summarize areas of strength and difficulty.</p> <p>Discuss with teachers, HT, SIC, SEST on strategies to improve teaching and learning</p>	<b>SEST, Parents</b>	Feedback from Head Teacher, SIC, SEST based on classroom observations and through observation of mark sheets for monthly results. Teachers assess their own performance in TGMs or grade-level meetings.
<b>End-of-term*</b>	<p>Compile results on learning outcomes for each learner. Summarize areas of strength and difficulty.</p> <p>Discuss with teachers, HT, SIC, SEST on strategies to improve teaching and learning</p>	<b>SEST, Parents</b>	Feedback from Head Teacher, SIC, SEST based on classroom observations and through observation of mark sheets for End-of-term results. Teachers assess their own performance in TGMs or grade-level meetings.
<b>Homework*</b>	Use them to improve teaching and learning in your classroom	<b>Learners</b>	Feedback from parents through comments on homework.

\*Detailed guidelines for how to design and conduct the different types of assessments are outlined in the SBA Teacher's Guide.



## Tools for Participating in SBA Monitoring

### ***Schedules:***

- 1a. Sample Schedule - an assessment task map for literacy in Grade 3

### ***Forms:***

- 1b. Teachers' SBA Checklist
- 1c. Sample Monthly Assessment Form
- 1d. Sample Homework Tracking Form



## Ideas for Data Use

Here are some ideas for how teachers can use the information collected from monitoring to improve teaching and learning in the classroom:

- The teacher can identify learners who are struggling.
- The teacher can design remedial intervention for the weak learners. For example, by organizing catch-up activities.
- The teacher can prepare challenging work for the high achievers. For example, by selecting differentiated reading materials.
- The teacher can identify strengths in his or her teaching and offer to help other teachers in the school as a peer coach.
- The teacher can seek support from the senior teachers or the SEST in areas where needed.

## 1a. Assessment Schedule

## Assessment Schedule

(See next page for a model for Grade 3. Assessment Maps for Grades 1-4 are provided in the Teachers' SBA Guide.)

### Legend:

PA: Phonemic awareness

PH: Phonics

FL: Fluency

VO: Vocabulary

CO: Comprehension

WR: Writing

		Number of competencies to assess							
	Assessment type	Week	PA	PH	FL	VO	CO	WR	Total
TERM 1	Weekly	1							
	Weekly	2							
	Weekly	3							
	Weekly	4							
	Monthly	5							
	Weekly	6							
	Weekly	7							
	Weekly	8							
	Weekly	9							
	Monthly	10							
	Weekly	11							
	Weekly	12							
	End-of-term	13							
TERM 2	Weekly	1							
	Weekly	2							
	Weekly	3							
	Weekly	4							
	Monthly	5							
	Weekly	6							
	Weekly	7							
	Weekly	8							
	Weekly	9							
	Monthly	10							
	Weekly	11							
	Weekly	12							
	End-of-term	13							
TERM 3	Weekly	1							
	Weekly	2							
	Weekly	3							
	Weekly	4							
	Monthly	5							
	Weekly	6							
	Weekly	7							
	Weekly	8							
	Weekly	9							
	Monthly	10							
	Weekly	11							
	Weekly	12							
	End-of-term	13							

## Sample Assessment Task Map

### GRADE 3 Assessment Task Map

<p>This Assessment Map shows the reading competencies to be taught and assessed over the course of the school year. Teachers can use this map as a model to design an assessment schedule for each subject. It should indicate what will be assessed at the end of each week, month and term.</p>		Assessment type	Week	PA	PH	FL	VO	CO	WR	Total
	TERM 1	Weekly	1			1		1		2
		Weekly	2				1		1	2
		Weekly	3			1		1		2
		Weekly	4				1		1	2
		Monthly	5			1	4	3	2	10
		Weekly	6			1		1		2
		Weekly	7				1		1	2
		Weekly	8			1		1		2
		Weekly	9				1		1	2
		Monthly	10			1	4	3	2	10
		Weekly	11				1	1		2
		Weekly	12					1	1	2
		End-of-term	13				4	3	3	10
	TERM 2	Weekly	1			1		1		2
		Weekly	2				1		1	2
		Weekly	3			1		1		2
		Weekly	4				1		1	2
		Monthly	5			1	4	3	2	10
		Weekly	6			1		1		2
		Weekly	7				1		1	2
		Weekly	8			1		1		2
		Weekly	9				1		1	2
		Monthly	10			1	4	3	2	10
		Weekly	11				1	1		2
		Weekly	12					1	1	2
		End-of-term	13				4	3	3	10
	TERM 3	Weekly	1			1		1		2
		Weekly	2				1		1	2
		Weekly	3			1		1		2
		Weekly	4				1		1	2
		Monthly	5			1	4	3	2	10
		Weekly	6			1		1		2
		Weekly	7				1		1	2
		Weekly	8			1		1		2
		Weekly	9				1		1	2
		Monthly	10			1	4	3	2	10
		Weekly	11				1	1		2
		Weekly	12					1	1	2
		End-of-term	13				4	3	3	10
		Total				18	51	45	36	150

### Form 1b. Checklist for Classroom Teachers

As a teacher, you are responsible for conducting School-Based Assessment in your classroom as required by the Ministry of General Education.

Here is a list of SBA tasks and activities for 1 term. Tick them off as they are completed.

1. I conduct **Daily Assessment** as I teach every day. ☐

2. I conducted **Weekly Assessment** on the last day of each of these weeks:

Week 1	<input type="checkbox"/>	Week 6	<input type="checkbox"/>	Week 11	<input type="checkbox"/>
Week 2	<input type="checkbox"/>	Week 7	<input type="checkbox"/>	Week 12	<input type="checkbox"/>
Week 3	<input type="checkbox"/>	Week 8	<input type="checkbox"/>		
Week 4	<input type="checkbox"/>	Week 9	<input type="checkbox"/>		

### 3. Monthly Assessment

a. I conducted **Monthly Assessment** during these weeks:

Week 5 ☐ Week 10 ☐

b. I entered the monthly scores in a marking sheet, determined the proficiency levels and summarized the strengths and weaknesses of the class. ☐

c. I met with the Head Teacher, the SIC or other members of the SEST to discuss Monthly Assessment results and what actions could be taken to help improve teaching and learning in my classroom. ☐

### 4. End-of-Term Assessment

a. I conducted **End-of-Term Assessment** during Week 13: ☐

b. I entered the End-of-Term scores in a marking sheet, determined the proficiency levels and summarized the strengths and weaknesses of the class. ☐

c. I met with the Head Teacher, the SIC or other members of the SEST to discuss End-of-Term Assessment results and what actions could be taken to help improve teaching and learning in my classroom. ☐

5. My teaching was **observed** by a Head Teacher, SIC, or member of the SEST. ☐

6. I **received feedback** about my teaching and support from a Head Teacher, SIC, or member of the SEST. ☐

## Form 1c. Sample Monthly/End-of-Term Marking Sheet

This marking sheet was designed to track learner performance on the monthly literacy assessment. Teachers can use this model to make their own marking sheet for monthly assessment in any subject area. Each form should include the names of learners, the assessment tasks, learner scores and the corresponding proficiency level for each learner. The summary should note how many learners achieved each proficiency level as well as their score (sum of tasks completed correctly) and proficiency levels.

### Assessment Tasks

Learner's name	1 - FL	2 - VO	3 - VO	4 - VO	5 - VO	6 - CO	7 - CO	8 - CO	9 - WR	10 WR	Score	Proficiency Level
William	✓			✓	✓	✓				✓	5	3
Gladys		✓	✓	✓		✓		✓	✓		6	2
Susan	✓	✓	✓	✓		✓	✓		✓	✓	8	1
Peter	✓	✓	✓		✓	✓		✓			6	2
Stanley		✓	✓	✓		✓				✓	5	3
Virginia		✓	✓	✓	✓	✓	✓	✓	✓	✓	9	1
Emily		✓	✓		✓						3	4
Albert	✓	✓		✓		✓		✓	✓		6	2
Steven	✓					✓					2	4
Robert	✓		✓	✓		✓	✓	✓		✓	7	2

### Summary of Results:

- 2 learners got 1: *Outstanding (80-100%)*
- 4 learners got 2: *Desirable (60-79%)*
- 2 learners got 3: *Minimum (40-59%)*
- 2 learners got 4: *Below Minimum (below 40%)*
- Strong point (skills with the most ticks): Learners generally performed well on Vocabulary tasks
- Weakest point (skills with the least ticks): Few learners were able to answer the inferential question in Comprehension. Writing was the weakest skill area.

### Form 1d. Sample Homework Tracking Sheet

This Homework Tracking Sheet was designed for Grade 3 literacy. Teachers can use this as a model for designing their own weekly tracking sheet. It should include the names of all the learners, the assigned homework tasks, notes to guide marking and a column to note scores.

#### Weekly Homework Tracking Sheet

Learner's name	1 – Find a rhyming word for 3 different vocabulary words  <i>10 marks: 3 marks per word. 1 mark for correct spellings</i>	2 – Write 2 sentences. Each sentence should include 2 rhyming words.  <i>10 marks: for each sentence, 2 marks for using rhyming words, 2 marks if learner shows he/she understands the meaning, 1 mark for correct spelling, punctuation, etc.</i>	Score
William	10	10	20
Gladys	6	10	16
Susan	6	10	16
Peter	7	10	17
Stanley	6	8	14
Virginia	10	4	14
Emily	7	8	15
Albert	10	10	20
Steven	10	4	14
Robert	3	6	9

## 2. Head Teacher

---

Role



### Role of Head Teacher

#### Importance of the role:

The Head Teacher has the opportunity to collect information about SBA frequently from classroom teachers. Through observations and a review of Records of Work and teachers' schedules for assessment, Head Teachers can determine not only if SBA is being conducted, but also how assessment is taking place generally within the school.

#### What is expected?

- Head Teachers are expected to conduct one observation in each classroom per month.
- Head Teachers should ensure that classroom teachers conduct all required assessments.
- The Head Teacher should get a summary of performance in the form of proficiency levels.
- Head Teachers should discuss SBA with each classroom teacher once per month to help teachers identify one area of strength and one specific learning outcome that can be improved.
- Head Teachers should consult regularly with the SIC, Senior Teachers and other members of the SEST about how to support teachers.
- Head Teachers should meet with members of the ZEST regarding SBA on a monthly basis.



## Procedures for Head Teachers in SBA Monitoring

<i>Type of Assessment</i>	<i>How should you use results?</i>	<i>Whom do you share results with?</i>	<i>How will you get feedback?</i>
<b>Daily</b>	Lead discussion with teachers on ways to improve teacher's daily assessment techniques based on classroom observation information.	Teachers, SIC, senior teachers	Ongoing feedback from SEST members. Feedback from ZEST at monthly meeting.
<b>Weekly</b>	Review teacher's weekly Records of Work and assessment schedules. Lead discussion with teachers on weekly assessment techniques based on classroom observation information,	Teachers, SIC, senior teachers	Ongoing feedback from SEST members. Feedback from ZEST at monthly meeting.
<b>Monthly</b>	Review results and summary of proficiency levels for each class.  Discuss ways to help improve teachers' monthly assessment techniques based on observations.  Summarize areas of strength and weakness. Identify one specific learning outcome that can be improved and how to achieve that.	Teachers, SIC, senior teachers	Ongoing feedback from SEST members. Feedback from ZEST at monthly meeting.
<b>End-of-term</b>	Review results and summary of proficiency levels for each class.  Discuss ways to help improve teachers' end-of-term assessment techniques Summarize areas of strength and weakness. Identify one specific learning outcome that can be improved and how to achieve that.	Teachers, SIC, senior teachers	Ongoing feedback from SEST members. Feedback from ZEST at monthly meeting.
<b>Homework</b>	Review Weekly Homework Tracking Charts. Discuss types of tasks, frequency, scores and completion rates with teachers.	Teachers, SIC, Parents	Feedback from Teachers, Parents and Learners. SIC



## Tools to be used by Head Teachers in SBA Monitoring

### **Schedules:**

- 2a. Head Teacher SBA Monitoring Schedule

### **Forms:**

- 2b. SBA Checklist for Head Teachers
- 2c – 2f. Observation forms for Daily Assessment, Weekly Assessment, Monthly Assessment, End-of-Term Assessment
- 2g. SBA Summary Form for Head Teachers



### **Ideas for Data Use**

- The Head Teacher is responsible for checking the teachers' integration of plans for assessment in their lessons.
- Since the Head Teacher has a school overview for different classes at the same grade, the head can identify teachers who need targeted support.
- The overall results can indicate to the Head Teacher which lessons require remedial intervention.
- The Head Teacher can promote homework administration by checking on the record of samples of task given in homework and how it has been recorded. How can homework results be improved?
- The Head Teachers can encourage groups of teachers at the same grade to come together to analyse pupil performance and come up with remedial interventions in terms of teaching strategies and materials.
- Results from the End-of-Term tests can provide a direction on what areas of learning and teaching should be taken up in the Teacher Group Meetings.
- The Head Teacher can ensure that assessment is aligned to the appropriate learning outcomes in the lesson schedules.

## 2a. Head Teacher SBA Monitoring Schedule (see legend next page)

		Grade 1	Grade 2	Grade 3	Grade 4	Subject Observed (Fill-in)	Teacher Mtg (TM)	Monitoring School Mtg (SM)	Monitoring Zonal Mtg (ZM)
	Week								
TERM 1	1	D					TM		
	2		D				TM	SM	
	3			D			TM		
	4				D		TM		
	5	M		M			TM		
	6		W				TM	SM	
	7				W		TM		ZM
	8	W					TM		
	9			W			TM		
	10		M		M		TM		
	11	W					TM	SM	
	12			W			TM		
	13	EOT	EOT				TM		
TERM 2	1				D		TM	SM	
	2			D			TM		ZM
	3		D				TM		
	4	D					TM		
	5		M		M		TM		
	6			W			TM	SM	
	7	W					TM		ZM
	8				W		TM		
	9		W				TM		
	10	M		M			TM		
	11				W		TM	SM	
	12		W				TM		
	13			EOT	EOT		TM		
TERM 3	1	D					TM	SM	
	2		D				TM		ZM
	3			D			TM		
	4				D		TM		
	5	M		M			TM		
	6		W				TM	SM	
	7				W		TM		ZM
	8	W					TM		
	9			W			TM		
	10		M		M		TM		
	11	W					TM	SM	
	12			W			TM	SM	
	13		EOT		EOT		TM		ZM
<b>Total Observations</b>		<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>		Weekly with teacher	<b>At least 10 times</b>	<b>At least 6 times</b>

### Legend:

*D=Observations focus on Daily Assessment*

*W=Observations focus on Weekly Assessment*

*M=Observations focus on Monthly Assessment*

*EOT=Observations focus on End-of-Term Assessment*

Notes:

- Classroom Observations are carried out by the Head Teacher and the School In-Service Coordinator (SIC).
- Number of Visits: Total number of visits to be conducted over the course of the year is 48.
  - At a minimum, the Head Teacher should conduct 1 visit per grade per term for a total of 12 visits per year.
  - The SIC should conduct the other 36 visits.
- The **Subject Area** of the observation is to be defined by the Head Teacher and the SIC. It should be focused on the use of SBA in that subject area. For example, in Week 6, the SIC could observe a weekly assessment of a literacy lesson in Grade 2.
- **Follow-up Meetings with Teachers (TM).** After each observation, ideally on the same day, the observer should meet with the teacher in order to discuss the observation. This is not an evaluation, but rather a discussion that can help build the teacher's capacity to conduct School-based Assessment - for example, if the SIC observes a teacher conducting a lengthy written test as a weekly observation, the SIC can review the guidelines for weekly assessment (it should be a formative, general, whole group assessment) and collaborate with the teacher to develop an assessment for the following week.
- **School Monitoring Meetings** are held at least 10 times during the year. The Head Teacher, the SIC and possibly other members of the SEST meet to discuss SBA, proficiency levels, teachers' needs, etc. The School Level SBA Monitoring Form should be completed in advance or during these meetings. Typically, the SM meetings are conducted during the week following the Monthly and EOT assessments so that performance levels and results can be analysed.
- **Zonal Monitoring Meetings** are held at least 6 times during the year. The Head Teacher, the SIC and possibly other members of the SEST meet with the ZIC and the ZEST. The results of the School Level Monitoring Form should be shared. Typically, ZM meetings occur during the week following SM meetings.

## Form 2b. SBA Checklist for Head Teachers, Term 1

As Head Teacher, you are responsible for ensuring that School-based Assessment is being conducted by teachers in each classroom as required by the Ministry of General Education.

Here is a list of SBA tasks and activities for 1 term. Tick them off as they are completed.

1. I have observed each class at least once during Term 1. ☐

2. I have observed:

		How many times?			
		G1	G2	G3	G4
Daily Assessment	<input type="checkbox"/>				
Weekly Assessment	<input type="checkbox"/>				
Monthly Assessment	<input type="checkbox"/>				
End-of-Term Assessment	<input type="checkbox"/>				

3. I met with each classroom teacher and discussed results of:

		How many times?			
		G1	G2	G3	G4
Daily Assessment	<input type="checkbox"/>				
Weekly Assessment	<input type="checkbox"/>				
Monthly Assessment	<input type="checkbox"/>				
End-of-Term Assessment	<input type="checkbox"/>				

4. During the monthly meeting with the classroom teacher, the teacher provided the following information

- ☐ Records of Work
- ☐ Assessment Schedules
- ☐ Scores for all learners
- ☐ Proficiency levels for all learners
- ☐ Summary of strengths and areas of difficulty for the class

5. During the monthly meeting with the classroom teacher, strategies to improve teaching and learning were discussed ☐

6. I met with the SIC, the Senior Teachers and other members of the SEST to discuss strategies to improve teaching and learning at the school level. ☐

7. I completed the SBA Head Teacher Monitoring Form. ☐

8. I met with the Zonal Head Teacher and other members of the ZEST to communicate SBA Monitoring information ☐.

<b>2c – SCHOOL-LEVEL - OBSERVATION FORM – FOR DAILY ASSESSMENT</b>		
<b>Instructions:</b> This form is to be used by Head Teachers or SICS when conducting observations on SBA and on <b>daily assessment</b> in particular. In order to observe daily assessment, you will need to observe a teacher conducting a lesson. Observations should be conducted on a monthly basis according to the established schedule. This tool helps you to collect important information on School-based Assessment (NOT on all aspects of teaching and learning).		
Name of School:		
School Code (if relevant):		
Date of Observation:		
Name of Head Teacher/SIC:    First		Last
Name of Teacher:                First		Last
Grade Level:		Type of Lesson-Content:
Number of learners present:        Boys		Girls
<b>DAILY ASSESSMENT OBSERVATION</b>		
<b>The teacher asks questions as he or she is teaching to check that learners are following</b>	Frequency:	Example of daily assessment question asked by teacher during lesson
	<input type="checkbox"/> Often throughout lesson	
	<input type="checkbox"/> Occasionally throughout lesson	
	<input type="checkbox"/> Mostly at the end of lesson	
	<input type="checkbox"/> Not at all	
If learners do not understand, the teacher asks questions about the different parts of a lesson to determine where the difficulty lies. (Circle yes or no)		YES    NO
The teacher calls on boys and girls equally (Circle yes or no)		YES    NO
The teacher encourages learners to discuss questions with other learners (Circle yes or no)		YES    NO
The teacher calls on learners in different areas of the classroom (Circle yes or no)		YES    NO
<b>Based on the learners' answers, the teacher adjusts their teaching, explains lesson differently.</b>	Frequency:	Example of teacher adjusting teaching style based on learner answers
	<input type="checkbox"/> As often as necessary	
	<input type="checkbox"/> Occasionally throughout lesson	
	<input type="checkbox"/> Not often enough	
	<input type="checkbox"/> Not at all	
<b>INFORMATION TO SHARE ON SBA:</b>		
Areas of strength:		Areas of difficulty, where support is needed:

Signature: \_\_\_\_\_

<b>2d SCHOOL-LEVEL- OBSERVATION FORM – FOR WEEKLY ASSESSMENT</b>		
<b>Instructions:</b> This form is to be used by Head Teachers or SICS when conducting observations on SBA, and on <b>weekly assessment</b> in particular. In order to observe weekly assessment, you need to observe a teachers on the last day of the week. Observations should be conducted on a monthly basis according to the established schedule. This tool helps you to collect important information on School-based Assessment (NOT on all aspects of teaching and learning).		
Name of school:		
School code (if relevant):		
Date of Observation:		
Name of Head Teacher/SIC: First		Last
Name of Teacher: First		Last
Grade level:		Type of Lesson-Content:
Number of learners present: Boys		Girls
<b>WEEKLY ASSESSMENT OBSERVATION</b>		
<i>In order to conduct this observation, you will need to ask the teacher to provide an overview of the content covered in the lessons of the week prior to observation.</i>		
Teacher provides overview (Circle yes or no)		YES NO
The teachers asks questions about content that was covered in class. (Circle yes or no)		YES NO
The teacher leads group assessment. (Circle yes or no)		YES NO
The teachers selects a minimum of 2 tasks as indicated in the assessment task map. (Circle yes or no)		YES NO
If the teacher asks questions of a sample of learners, he or she calls on boys and girls equally. (Circle yes or no)		YES NO
If the teacher asks questions of a sample of learners, he or she calls on learners in different areas of the classroom (Circle yes or no)		YES NO
Estimate the number of weekly assessment questions asked by the teacher	<input type="checkbox"/> More than 5 <input type="checkbox"/> 3 - 5 <input type="checkbox"/> 1 - 2 <input type="checkbox"/> None	Example of weekly assessment question asked by teacher:
The teacher is able to identify the overall proficiency level of the class for each question asked. Eg. are they at outstanding, desirable, minimum or below minimum level for each question? YES NO		
If teacher conducted a literacy assessment, did he or she use the skills identified in the Assessment Task Map to determine the assessment items? (Circle yes or no) YES NO		
<b>INFORMATION TO SHARE ON SBA:</b>		
Areas of strength:		Areas of difficulty, where support is needed:

Signature: \_\_\_\_\_

## 2e – SCHOOL-LEVEL - OBSERVATION FORM – FOR MONTHLY ASSESSMENT

**Instructions:** This form is to be used by Head Teachers or SICS when conducting observations on SBA, and on **monthly assessment** in particular. In order to observe monthly assessment, you need to observe a teacher during Week 5 or Week 10 of a school term. Observations should be conducted on a monthly basis according to the established schedule. This tool helps you to collect important information on School-based Assessment (NOT on all aspects of teaching and learning).

Name of school:

School code (if relevant):

Date of Observation:

Name of Head Teacher/SIC: First Last

Name of Teacher:                      First                      Last

Grade level: \_\_\_\_\_ Type of Lesson-Content: \_\_\_\_\_

Number of learners present:      Boys      Girls

## MONTHLY ASSESSMENT OBSERVATION

*In order to conduct this observation, you may need to ask the teacher to provide an overview of the content covered in the month prior to observation.*

The teacher asks questions about content that was covered in class. (Circle yes or no)		YES	NO

The teacher conducts individual assessment. (Circle yes or no)		YES	NO

The teachers selects a minimum of 10 tasks as indicated in the assessment task map. (Circle yes or no)	YES	NO
---	-----	----

The teacher has prepared: ☐ questions ☐ scoring key ☐ marking sheet.

The teachers chooses examples, words, question types that are different from those contained in lessons or homework. (Circle yes or no)	YES	NO

How many monthly assessment questions were asked by the teacher?

- ☐ More than 10
- ☐ 6-9
- ☐ 1-5
- ☐ None

Example of weekly assessment question asked by teacher:

The teacher is able to identify the proficiency level of the class for each question asked. Eg. are they are at outstanding, desirable, minimum or below minimum level for each question?	YES	NO
---	-----	----

If teacher is conducted a literacy assessment, did he or she use the skills identified in the Assessment Task Map to determine the assessment items ?(Circle yes or no)

INFORMATION TO SHARE ON SBA:

Areas of strength:

Areas of difficulty, where support is needed:

Signature: \_\_\_\_\_

<b>2f – SCHOOL-LEVEL - OBSERVATION FORM – FOR END-OF-TERM ASSESSMENT</b>		
<b>Instructions:</b> This form is to be used by Head Teachers or SICS when conducting observations on SBA, and on <b>End-of-Term (EOT) assessment</b> in particular. In order to observe EOT assessment, you need to observe a teacher during Week 13 of a school term. Observations should be conducted according to the established schedule. This tool helps you to collect important information on School-based Assessment (NOT on all aspects of teaching and learning).		
Name of school:		
School code (if relevant):		
Date of Observation:		
Name of Head Teacher/SIC: First		Last
Name of Teacher: First		Last
Grade level:		Type of Lesson-Content:
Number of learners present: Boys Girls		
<b>END-OF-TERM ASSESSMENT OBSERVATION</b>		
The teacher asks questions about content that was covered in class. (Circle yes or no)		YES NO
The teacher conducts a written group assessment. (Circle yes or no)		YES NO
The teacher has prepared: <input type="checkbox"/> questions <input type="checkbox"/> scoring key <input type="checkbox"/> marking sheet		
The teacher gives clear instructions to learners: <input type="checkbox"/> all the time <input type="checkbox"/> some of the time <input type="checkbox"/> a few times <input type="checkbox"/> not at all		
How many EOT assessment questions were asked or tasks given by the teacher?	<input type="checkbox"/> More than 10 <input type="checkbox"/> 6 - 10 <input type="checkbox"/> 1 - 5 <input type="checkbox"/> None	Example of an EOT assessment question asked by teacher:
If teacher conducted a literacy assessment, did he or she use the skills identified in the Assessment Task Map to determine the assessment items?(Circle yes or no) YES NO		
<b>INFORMATION TO SHARE ON SBA:</b>		
Areas of strength:		Areas of difficulty, where support is needed:

Signature: \_\_\_\_\_

## 2g. Summary of SBA Monitoring for Head Teachers

This form summarizes the SBA results at the school level. It should be completed on a monthly basis. The results can be shared at the zonal level meetings.

1. In the past month, what types of SBA have been conducted?

	All classes conduct	More than half of classes have conducted	More than half of classes have conducted	No classes have conducted
Daily				
Weekly				
Monthly				
End-of-term				
Homework				

2. In the past month, the proficiency levels for each grade in each subject are :

	Below Minimum	Minimum	Desirable	Outstanding
<b>Grade 1</b>				
Literacy	%	%	%	%
Math	%	%	%	%
Science	%	%	%	%
<b>Grade 2</b>				
Literacy	%	%	%	%
Math	%	%	%	%
Science	%	%	%	%

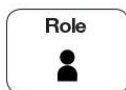
Etc.

3. Reflecting on the school as a whole, what are areas of strength, where do improvements need to be made? How can support be given?

School-level areas of strength:	Areas of difficulty – to be improved:	Suggested actions: What can be done to improve teaching and learning in the classroom?

### 3. School In-Service Coordinator

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## Role of School In-Service Coordinator (SIC)

### Importance of the role:

The SIC has the opportunity to collect information about SBA directly from classroom teachers. Through observations, SICs can determine not only if SBA is being implemented, but also how assessment is taking place within the school. SICs can identify ways to support teachers and provide guidance.

### What is expected?

- SICs are expected to conduct one in-depth observation of each classroom teacher per month.
- SICs are expected to guide teachers in conducting and planning for SBA
- SICs are expected to guide teachers in how to compile scores, determine proficiency levels and present summary information
- SICs should collaborate with Head Teachers and the SEST to ensure that the teachers are getting adequate support for implementing SBA
- In collaboration with Head Teachers and the SEST are expected to summarize school results and identify areas of strength and areas for improvement.
- SICs should meet with members of the ZEST on a monthly basis



## Procedures for SICs in SBA Monitoring

<i>Type of Assessment</i>	<i>How should you use results?</i>	<i>Whom do you share results with?</i>	<i>How will you get feedback?</i>
<b>Daily</b>	Observe daily assessment practices and provide guidance on strategies and approaches for effective daily assessment. Collaborate with Head Teachers and the SEST to develop strategies to support teachers in conducting daily formative assessment.	Teachers, HT, SEST	Feedback from Teachers , Head Teacher, ZIC
<b>Weekly</b>	Observe weekly assessment practices and provide guidance on strategies and approaches for effective weekly assessment. Provide guidance on assessment planning. Collaborate with Head Teachers and the SEST to develop strategies to support teachers in conducting weekly formative assessment	Teachers, HT, SEST	Feedback from Teachers , Head Teacher, ZIC
<b>Monthly</b>	Observe the monthly assessment practices and provide guidance on strategies and approaches for effective monthly assessment. Review results for each class. Guide teachers in presenting mark sheets, proficiency levels and summaries. Summarize areas of strength and areas for improvement Identify one specific learning outcome that can be improved and how to support it.	Teachers, HT, SEST	Feedback from Teachers , Head Teacher, ZIC
<b>End-of-term</b>	Observe the end-of-term assessment practices and provide guidance on strategies and approaches for effective EOT assessment. Review results for each class. Guide teachers in presenting mark sheets, proficiency levels and summaries. Summarize areas of strength and areas for improvement Identify one specific learning outcome that can be improved and how to support it.	Teachers, HT, SEST	Feedback from Teachers , Head Teacher, ZIC
<b>Homework</b>	Review Homework Tracking Charts including types of tasks, frequency and completion rates with teacher.	Teachers, HT, SEST	Feedback from Teachers , Head Teacher, ZIC



## Tools to be used by SICs in SBA Monitoring

### Schedules:

- See form 2a. This school-level observation schedule can be followed by both SICs and Head Teachers.

### Forms:

- 3a. SBA Checklist for SICs
- See forms 2c-2f. These forms can be used to guide the observation of classroom teachers as they conduct daily, weekly, monthly and End-of-Term assessment.



## Ideas for Data Use by SICs

### How can the SIC use SBA Monitoring information?

- SICs can use information collected to identify areas where teachers need support in conducting daily assessment, weekly assessment, monthly assessment, end-of-term assessment and homework
- Based on their observations, SICs can identify how to help teachers plan for assessment by using an assessment schedule. SICs can also guide teachers in how to report results.
- SICs can help teachers identify the areas of strength and weakness in their teaching and suggest strategies for improvement - for example, a SIC could suggest a peer coaching strategy or help a teacher organize group learning within the classroom.
- SICs can help Head Teacher summarise test results for the whole school. More importantly, the SIC can look at which areas are the weakest and help determine strategies for improving those areas at the school level.
- SIC can use results to plan for school-based CPD
- SIC can use results to develop remedial teaching 'catch up' strategies and remedial materials.

### Form 3a. SBA Checklist for School In-Service Coordinators

As School In-Service Coordinator, you are responsible, along with the Head Teacher, for ensuring that School-based Assessment is being conducted by teachers in each classroom as required by the Ministry of General Education.

Here is a list of SBA tasks and activities for 1 term. Tick them off as they are completed.

1. I have observed all classroom teachers during Term 1. ☐

2. I have observed teachers conducting the following:

		How many times?			
		G1	G2	G3	G4
Daily Assessment	<input type="checkbox"/>				
Weekly Assessment	<input type="checkbox"/>				
Monthly Assessment	<input type="checkbox"/>				
End-of-Term Assessment	<input type="checkbox"/>				

3. After the observation, I met with each teacher and discussed areas of strength and areas where support is needed: ☐

4. I reviewed the Checklist for Classroom Teachers (form 1b) with all teachers. ☐

5. I offered support in the following areas:

Assessment schedule: Form 1a	<input type="checkbox"/>	Making mark sheets	<input type="checkbox"/>
Daily assessment	<input type="checkbox"/>	Calculating proficiency levels	<input type="checkbox"/>
Weekly Assessment	<input type="checkbox"/>	Summarizing areas of strength and areas for improvement	<input type="checkbox"/>
Monthly Assessment	<input type="checkbox"/>	Preparing summary form for HT	<input type="checkbox"/>
End-of-Term Assessment	<input type="checkbox"/>	Self-evaluating – Reflection on practice	<input type="checkbox"/>
Homework	<input type="checkbox"/>	Strategies for improving learning	<input type="checkbox"/>
Record of Work	<input type="checkbox"/>	Strategies for improving teaching	<input type="checkbox"/>

3. I met with the Head Teacher, the Senior Teachers and other members of the SEST to discuss strategies to improve teaching and learning at the school level. ☐

4. I completed form 2a: Head Teacher SBA Monitoring Schedule ☐

5. I met with the Zonal Head Teacher and other members of the ZEST to communicate SBA Monitoring information ☐

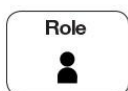
# Section B

## SBA MONITORING AT THE ZONAL-LEVEL

Resources for:

- Zonal In-Service Coordinators
- Zonal Head Teachers and ZEST

#### 4. Zonal In-Service Coordinator



### Zonal In-Service Coordinator (ZIC):

#### Importance of the role:

The ZIC has the opportunity to consolidate information from several schools and to develop a general idea about the implementation of SBA. ZICs can look for trends among the schools at the zonal level. ZICs can organise common setting of exams and marking as well as performance analysis of the results meetings. ZICs can develop broader strategies to respond to the in-service needs of zonal schools.

#### What is expected?

- ZICs should determine where SBA is being implemented, where not and why
- ZICs should identify trends at the zonal level in terms of specific learning outcomes that should be improved
- ZICs are expected to meet with SICs and Head Teachers to plan the conduct of the SBA over the course of the 3 terms
- ZICs can organize performance review meetings at the end of the term.
- In the 3<sup>rd</sup> term, ZICs can help to organize the end of year Grade 1 and Grade 4 competence tests.
- ZICs identify schools, Head Teachers, SICs classroom teachers that need support.
- ZICs summarize the needs for support in implementing SBA at the zonal level.



## Recommended Procedures for SBA Monitoring

### For use by xxx

<i>Type of Assessment</i>	<i>How should you use results?</i>	<i>Whom do you share results with?</i>	<i>How will you get feedback?</i>
<b>Daily</b>	Share with all schools specific daily formative assessment practices. Lead discussion with SICs, Head Teachers on how to improve teachers' daily assessment techniques	ZHT, ZEST	Feedback from SIC, ZEST, DRCC, DEST
<b>Weekly</b>	Share examples of assessment tasks for weekly formative assessment. Lead discussion with SICs, Head Teachers on how to improve teachers' weekly assessment techniques	ZHT, ZEST	Feedback from SIC, ZEST, DRCC, DEST
<b>Monthly</b>	Review assessment schedules and summaries for each school.  Lead discussion on implementation of monthly assessment. Implement common week 5 and week 10 assessments Summarize areas of strength and weakness across the zone. Identify one area per term that can be improved and how to support it.	ZHT, ZEST	Feedback from SIC, ZEST, DRCC, DEST
<b>End-of-term</b>	Promote common zonal End-of-Terms tests by bringing together SICS to prepare the End-of-Term test. Solicit for support from parents and businesses and Ministry for resources for conducting the End-of-Term tests. Review assessment schedules and summaries for each school. Lead discussion on implementation of end-of-term assessment. Summarize areas of strength and weakness across the zone Identify one learning area per term that can be improved and how to support it.	ZHT, ZEST	Feedback from SIC, ZEST, DRCC, DEST
<b>Homework</b>	Distribute Homework Guidelines to schools. Lead discussion on implementation of Homework Policy in schools, homework tracking and how to support it.	ZHT, ZEST	Feedback from SIC, ZEST, DEST



## Tools for Participating in SBA Monitoring

### **Schedules:**

- 4a. Zonal Level Observation and Meeting Schedule

### **Forms**

- 4b. Checklist and discussion tool for meetings with Head Teachers and SICS
- 4c. SBA Monitoring form for Zone. These results are to be communicated to the district level.
- 4d. Monthly meeting tool



## Ideas for Data Use

### **How can the ZIC Use SBA Monitoring Information?**

- ZICs can organize a meeting to design remedial interventions based on the results from the monthly and End-of-Terms tests.
- ZICs can develop a checklist for evidence of planning for End-of-Term assessment at zonal level
- ZICs can organize a zonal review meeting to review End-of-Term performance
- ZICs can develop a zonal development of assessment bank for future use.
- ZICs can use data to determine which subjects would benefit from zone wide-events - for example: a zonal reading competition, a zonal science fair, debate, or spelling competition

#### 4a. Zonal Level Observation and Meeting Schedule

		School Observation	Subject Observed (Fill-in)	Teacher Mtg (TM)	Monitoring Zonal Mtg (ZM)	Monitoring District Mtg (DM)
	Week					
TERM 1	1					
	2					
	3					
	4	D		TM		
	5	M		TM		
	6					
	7				ZM	
	8					DM
	9	W		TM		
	10	M		TM		
	11					
	12					
	13	EOT		TM		
TERM 2	1					
	2				ZM	
	3					DM
	4	D		TM		
	5	M		TM		
	6					
	7				ZM	
	8					DM
	9	W		TM		
	10	M		TM		
	11					
	12					
	13	EOT		TM		
TERM 3	1					
	2				ZM	
	3					DM
	4	D		TM		
	5	M		TM		
	6					
	7				ZM	
	8					DM
	9	W		TM		
	10	M		TM		
	11					
	12					
	13	EOT		TM		
Post-year					ZM	DM
<b>Total</b>		<b>15</b>		<b>15</b>	<b>6</b>	<b>6</b>

## Notes on Zonal Level School Observation and Meeting Schedule

**D=Observations focus on Daily Assessment**

**W=Observations focus on Weekly Assessment**

**M=Observations focus on Monthly Assessment**

**EOT=Observations focus on End-of-Term Assessment**

- Classroom Observations are carried out by the Zonal In-Service Coordinator (ZIC).
  - Number of Visits: At a minimum, the ZIC should conduct 15 observations distributed across the schools of the zone.
- The **Subject Area** of the observation is to be defined by the ZIC in collaboration with the HT and the SIC. It should be focused on the how SBA is being conducted or implemented in that subject area.
- **Follow-up Meetings with Teachers (TM).** After each observation, ideally on the same day, the observer should meet with the teacher in order to discuss the observation. This is not an evaluation, but rather a discussion that can help build the teacher's capacity to conduct School-based Assessment - for example, if the ZIC observes a teacher conducting a lengthy written test as a weekly observation, the ZIC can review the guidelines for weekly assessment (it should be a formative, general, whole group assessment) and collaborate with the teacher to develop an assessment for the following week.
- **Zonal Monitoring Meetings** are held at least 6 times during the year. The Head Teacher, the SIC and possibly other members of the SEST meet with the ZIC and the ZEST. The results of the School Level Monitoring Form should be shared. Typically, ZM meetings occur during the week following SM meetings.
- **District Monitoring Meetings** are held at least 6 times during the year. The Zonal Head Teacher, the ZIC and possibly other members of the ZEST meet with the DRCC and the DEST. The results of the Zonal Level Monitoring Form should be shared. Typically, DM meetings occur during the week following ZM meetings.

#### Form 4b. SBA Checklist for Zonal In-Service Coordinators

As Zonal In-Service Coordinator, you are responsible for ensuring that School-based Assessment is being conducted by teachers in each classroom as required by the Ministry of General Education.

Here is a list of SBA tasks and activities for 1 term. Tick them off as they are completed.

1. I have conducted classroom observations related to SBA during the term. ☐

2. I have observed teachers conducting:

How many times?

Daily Assessment	<input type="checkbox"/>	
Weekly Assessment	<input type="checkbox"/>	
Monthly Assessment	<input type="checkbox"/>	
End-of-Term Assessment	<input type="checkbox"/>	

3. I met with each SIC in the zone and discussed areas of strength and areas where support is needed: ☐

4. SICs have offered support to their schools in the following areas:

Planning for assessment - schedule	<input type="checkbox"/>	Making marksheets	<input type="checkbox"/>
Daily assessment	<input type="checkbox"/>	Calculating proficiency levels	<input type="checkbox"/>
Weekly Assessment	<input type="checkbox"/>	Summarizing areas of strength and areas for improvement	<input type="checkbox"/>
Monthly Assessment	<input type="checkbox"/>	Preparing to summary form for HT	<input type="checkbox"/>
End-of-Term Assessment	<input type="checkbox"/>	Self-evaluating – Reflection on practice	<input type="checkbox"/>
Homework	<input type="checkbox"/>	Strategies for improving learning	<input type="checkbox"/>
Record of Work	<input type="checkbox"/>	Strategies for improving teaching	<input type="checkbox"/>

5. I met with the Zonal Head Teacher and ZEST to discuss strategies to improve teaching and learning at the zonal level. ☐

6. I completed the appropriate SBA Zonal Monitoring Form. ☐

7. I met with the District Head Teacher, the DRCC and/or other members of the DEST to communicate SBA Monitoring information ☐.

**4C – SBA IMPLEMENTATION MONITORING FORM – ZONAL LEVEL**

**Instructions:** This form is to be completed by the ZEST, ZIC or ZRCC after the discussion with all the Head Teachers and the SICs on the implementation of SBA in the zone. Discussions should be conducted once per term according to the established schedule. This tool helps you to collect important information on School-based Assessment (NOT on all aspects of teaching and learning).

Name of Zone:

Date :

Name of ZHT, ZEST, ZRCC or ZIC completing form: First Last

**SBA IMPLEMENTATION**

What percentage of schools have shared information on SBA Implementation in the past month?

☐ 80% and above ☐ 60-79% ☐ 40-59% ☐ 1-39% ☐ No schools

What percentage of schools have shared information on the following types of assessment?

\_\_\_ Daily Assessment \_\_\_ Weekly Assessment \_\_\_ Monthly Assessment \_\_\_ End-of-Term Assessment

Please summarise the current performance levels of the schools in your zone. (Shade in the graph)

Results are based on the following assessments:

\_\_\_\_\_

\_\_\_\_\_

Outstanding



0% 50% 100%

Desirable



0% 50% 100%

Minimum



0% 50% 100%

Below minimum



0% 50% 100%

Please name the **two** schools which have submitted the **least** amount of information on SBA Implementation.

1. \_\_\_\_\_ 2. \_\_\_\_\_

**SBA CAPACITY**

What percentage of schools have shared information on SBA Capacity in the past month?

☐ 80% and above ☐ 60-79% ☐ 40-59% ☐ 1-39% ☐ No zones

How many hours of training or other support activities related to SBA have been organized at the school level?

☐ 0 ☐ 1-2 hours ☐ 3-4 hours ☐ 5-7 hours ☐ 1 day ☐ 1.5 days ☐ 2 days or more

Please name **two** schools which have conducted activities to support SBA and briefly describe the topic.

1. \_\_\_\_\_ topic: \_\_\_\_\_

2. \_\_\_\_\_ topic: \_\_\_\_\_

Overall, does the zone show evidence of effectively implementing SBA ?(Circle yes or no)

YES NO

INFORMATION TO SHARE ON SBA: (Continue on back of sheet if necessary)

Areas of strength of schools:

Areas of difficulty, where support is needed by zonal schools:

Suggested action to improve teaching and learning:

#### 4d. Discussion Tool: *Meeting between ZEST, ZIC, ZHT, ZRCC and Head Teachers, SICs*

Date of Meeting: \_\_\_\_\_ Time: \_\_\_\_\_

Present: \_\_\_\_\_

**Objectives of the Meeting:** *Read the objectives of the meeting. At the end of the meeting review the list to ensure you have completed all of the objectives. (Place a tick in the boxes.)*

- ☐ To review information about School-based Assessment in the Zone
- ☐ To discuss experiences and results (focus on one type of assessment)
- ☐ To identify areas of strength and areas for improvement
- ☐ To plan an action to improve SBA implementation

**1. Review SBA Information:** Ask the HTs, SESTs and SICs to present the following documents:

Document	How many schools showed information?
Monthly assessment proficiency levels from every school	
End-of-term assessment proficiency levels from each school	

**2. Discuss experiences and results over the past month:**

- a. Select one type of assessment. (Daily, Weekly, Monthly, End-of-Term or Homework)
- b. For this type of assessment, ask the schools how this type of assessment has been conducted in their school over the past term. Ask HTs or SICs: Can you give an example of what you observed during the past term.

**3. Identify areas of Strength and areas for Improvement**

- a. Ask Head Teachers and SICs to consider all the types of assessment (Daily, Weekly, Monthly, End-of-Term, and Homework). Ask them:  
**What did your school do well this past month? What are the strengths?**
- b. Ask Head Teachers and SICs to consider all the types of assessment (Daily, Weekly, Monthly, End-of-Term, and Homework).

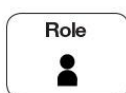
Ask them: **Where did your school not do well this past month? What are the areas that need improvement?**

**4. Plan an action to improve SBA implementation**

Ask Head Teachers and SICs to consider the areas that need improvement.

- What can the Head Teachers and SICs do to improve SBA implementation?
- Are there common needs?
- What can be done at the zonal level to support schools?

## 5. Zonal Head Teacher – Zonal Education Support Team



### Zonal Head Teacher (ZHT) - Zonal Education Support Team (ZEST):

#### Importance of the role:

The ZHT-ZEST has the opportunity to consolidate information from several schools and develop a general idea about the implementation of SBA in each zone. ZHT-ZESTs can give direction to ZICs in order to respond to the in-service needs of zonal schools. ZHT-ZESTs can coordinate the pre and post assessment activities in the zone such as the preparation of common tests.

#### What is Expected?

- ZHTs or ZESTs are expected to meet with Head Teachers, SICs, Zonal Head Teachers, ZICs, on SBA once or twice per term.
- Determine where SBA is being implemented, where not and why
- Provide assessment schedules and
- Identify specific assessment skills which need to be improved
- Summarize the needs for support in implementing SBA.



## Recommended Procedures for SBA Monitoring

For use by xxx

<i>Type of Assessment</i>	<i>How should you use results?</i>	<i>Whom do you share results with?</i>	<i>How will you get feedback?</i>
<b>SBA Implementation</b>	Share resources to facilitate implementation such as assessment schedules and common examinations. Lead discussion about implementation of SBA in the zone. Coordinate a zonal assessment committee to monitor implementation in the zone. Identify schools which need more information or support.	ZHT, ZEST	Feedback from SIC, ZEST, DRCC, DEST
<b>SBA Capacity</b>	Share resources to build capacity such as posters, documents, training opportunities. Lead discussion about SBA skills or capacity of teachers and leaders in the zone. Identify schools which need more information or support. Detail plans to provide support.	ZHT, ZEST	Feedback from SIC, ZEST, DRCC, DEST



## Tools for Participating in SBA Monitoring

### **Schedules**

- See 4a. Zonal Level Observation and Meeting Schedule

### **Form**

- 5a. Checklist for SBA Monitoring
- See 4c. SBA Implementation Monitoring Form – Zonal Level



## Ideas for Data Use

### **How can the ZHT-ZEST use SBA Monitoring information?**

- Information collected from school-level can be used to determine common trends at the zonal level.
- Zonal strategic meetings can be held to develop remedial programs like Time to Learn activities.
- Data can be used to identify teachers' in-service training needs
- Data can be used to determine which schools which may need more resources or training to support SBA implementation.

### Form 5b. SBA Checklist for Zonal Head Teachers - ZESTs

As Zonal Head Teacher / ZEST, you are responsible for ensuring that School-based Assessment is being conducted by each school in your zone as required by the Ministry of General Education.

Here is a list of SBA tasks and activities for 1 term. Tick them off as they are completed.

1. I have met with all schools during the term. ☐

2. I have received information confirming that each of the following types of assessment is being conducted at all schools.

Daily Assessment	<input type="checkbox"/>
Weekly Assessment	<input type="checkbox"/>
Monthly Assessment	<input type="checkbox"/>
End-of-Term Assessment	<input type="checkbox"/>

3. I met with each school-level leaders (SICs, Head Teachers) in the zone and discussed performance levels, areas of strength, and areas where support is needed: ☐

4. I met with the Zonal Head Teacher and ZEST and /or the zonal assessment committee to discuss strategies to improve teaching and learning at the zonal level. ☐

5. I disseminated assessment schedules and resources on SBA throughout the zone.

6. I coordinated common assessments throughout the zone. ☐

7. I completed the appropriate SBA Zonal Monitoring Form. ☐

8. I met with the District Head Teacher, the DRCC and/or other members of the DEST to communicate SBA Monitoring information ☐.

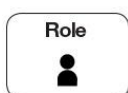
# Section C

## **SBA MONITORING AT THE DISTRICT-LEVEL**

**Resources for:**

- **District Education Support Team (DEST)**
- **District Resource Center Coordinators (DRCC)**

## 6. District Education Support Team



### District Education Support Team (DEST):

#### Importance of the role:

The DEST has the opportunity to consolidate information from several zones and develop a general idea about the implementation of SBA across the district. DESTs can give direction to ZESTs in order to respond to the in-service needs of district schools. DEST can develop standardised tools at district level for recording and keeping track of all the CPD activities at district level. DEST can summarise the key successes and challenges across the zones and target weak schools and share best practices from some schools across the zones through coordinated district review meetings and fairs.

#### What is expected?

- DESTs are expected to meet with Zonal Head Teachers, ZICs and ZESTs on SBA once per term.
- DESTs should disseminate standardized data collecting tools for SBA.
- Determine zones where SBA is being implemented, where not and why
- Identify specific assessment skills which need to be improved
- Summarize the needs for support in implementing SBA.



## Recommended Procedures for SBA Monitoring

For use by xxx

<i>Type of Assessment</i>	<i>How should you use results?</i>	<i>Whom do you share results with?</i>	<i>How will you get feedback?</i>
<b>SBA Implementation</b>	Lead discussion about implementation of SBA in the district. Identify zones which need more information or support. Coordinate the development of common schedules for the conduct of the SBA.	ZHTs, ZICs, DRCC	Feedback from PEST, DRCC
<b>SBA Capacity</b>	Lead discussion about SBA skills or capacity of teachers and leaders in the district. Identify zones which need more information or support. Collaborate with DRCC and zonal level to detail plans to provide support. Based on the analysis of the data from the data collection SBA tools, share the findings with provincial level.	ZHTs, ZICS, DRCC	Feedback from PEST, DRCC



## Tools for Participating in SBA Monitoring

### Schedules:

6a. District Level Capacity Building and Meeting Schedule

### Forms

6b. Checklist for DEST - DRCC

6c. SBA Implementation Monitoring Form – District Level



## Ideas for Data Use

### How can the DEST Use SBA Monitoring Information?

- Identify zones and schools lagging behind in administering week 5 and week 10 assessments
- Identify ZHTs and ZICs who have the capacity to implement SBA and those who need support and resources from the District Level
- Support zones in the administration of common End-of-Term tests
- Support zones to administer common homework guidelines
- Support zones in integrating SBA to performance review practices.

## 6a. District Level Capacity Building and Meeting Schedule

		SBA Capacity Building Activities	Monitoring District Mtg (DM)	Monitoring Provincial Mtg (PM)
	Week			
TERM 1	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8		DM	
	9	EOT Training		
	10			PM
	11			
	12			
	13			
TERM 2	1			
	2			
	3		DM	
	4	D/W Assessment Training		
	5			
	6			
	7			
	8		DM	
	9	M Assessment Training		
	10			PM
	11			
	12			
	13			
TERM 3	1			
	2			
	3		DM	
	4	EOT Assessment Training		
	5			
	6			
	7			
	8		DM	
	9	M Assessment Training		
	10			PM
	11			
	12			
	13			
Post-year			DM	PM
<b>Total</b>		<b>5</b>	<b>6</b>	<b>4</b>

## Notes on District Level Capacity Building and Meeting Schedule

**D= Daily Assessment**

**W=Weekly Assessment**

**M=Monthly Assessment**

**EOT=End-of-Term Assessment**

- **SBA Capacity Building Activities** are organized by the District Resource Center Coordinator (DRCC). There should be a minimum of 5 activities organized per year: 1 on Daily/ Weekly Assessment, 2 on Monthly Assessment and 2 on End-of-Term Assessment.
- **District Monitoring Meetings** are held at least 6 times during the year. The Zonal Head Teacher, the ZIC and possibly other members of the ZEST meet with the DRCC and the DEST. The results of the Zonal Level Monitoring Form should be shared. Typically, DM meetings occur during the week following ZM meetings.
- **Provincial Monitoring Meetings** are held at least 4 times during the year. The DRCC and other members of the DEST meet with the PEST and the PRCC. The results of the District Level Monitoring Form should be shared. Typically, PM meetings occur during the two weeks following DM meetings.

## 6b. SBA Checklist for District Education Support Team - DEST

As DEST, you are responsible for ensuring that School-based Assessment is being conducted by each schools in each zone of your district as required by the Ministry of General Education.

Here is a list of SBA tasks and activities for 1 term. Tick them off as they are completed.

1. I have met with all zones during the term. ☐

2. I have received information confirming that each of the following types of assessment are being conducted in all zones.

Daily Assessment	<input type="checkbox"/>
Weekly Assessment	<input type="checkbox"/>
Monthly Assessment	<input type="checkbox"/>
End-of-Term Assessment	<input type="checkbox"/>

3. I met with zonal-level leaders (ZICs, ZHTs, ZESTs) and discussed performance levels, areas of strength, and areas where support is needed: ☐

4. I disseminated assessment schedules and resources on SBA throughout the district. ☐

5. I organized district level performance meetings or fairs ☐

6. I completed the appropriate SBA District Monitoring Form. ☐

7. I met with the PRCC and/or members of the PEST to communicate SBA Monitoring information ☐

<b>6c – SBA IMPLEMENTATION MONITORING FORM – DISTRICT LEVEL</b>		
<b>Instructions:</b> This form is to be completed by the DEST or DRCC after the monthly discussion with the ZEST and ZICs on the implementation of SBA in the district. Discussions should be conducted on a monthly basis according to the established schedule. This tool helps you to collect important information on School-based Assessment (NOT on all aspects of teaching and learning).		
Name of District:		
Date :		
Name of DEST or DRCC completing form: First Last		
<b>SBA IMPLEMENTATION</b>		
What percentage of zones have shared information on SBA Implementation in the past month? <input type="checkbox"/> 80% and above <input type="checkbox"/> 60-79% <input type="checkbox"/> 40-59% <input type="checkbox"/> 1-39% <input type="checkbox"/> No schools		
What percentage of zones have shared information on the following types of assessment? <input type="checkbox"/> Daily Assessment <input type="checkbox"/> Weekly Assessment <input type="checkbox"/> Monthly Assessment <input type="checkbox"/> End-of-Term Assessment		
Please summarise the current performance levels of the schools in your district. (Shade in the graph)  Results are based on the following assessment(s): _____ _____	Outstanding	
	Desirable	
	Minimum	
	Below minimum	
Please name the <b>two</b> zones which have submitted the <b>least</b> amount of information on SBA Implementation. 1. _____ 2. _____		
<b>SBA CAPACITY</b>		
What percentage of zones have shared information on SBA Capacity in the past month? <input type="checkbox"/> 80% and above <input type="checkbox"/> 60-79% <input type="checkbox"/> 40-59% <input type="checkbox"/> 1-39% <input type="checkbox"/> No zones		
How many hours of training or other support activities related to SBA have been organized at the zonal level? <input type="checkbox"/> 0 <input type="checkbox"/> 1-2 hours <input type="checkbox"/> 3-4 hours <input type="checkbox"/> 5-7 hours <input type="checkbox"/> 1 day <input type="checkbox"/> 1.5 days <input type="checkbox"/> 2 days or more		
What percentage of zones have organized support activities or training related to SBA at the zonal level? <input type="checkbox"/> 80% and above <input type="checkbox"/> 60-79% <input type="checkbox"/> 40-59% <input type="checkbox"/> 1-39% <input type="checkbox"/> No zones		
Please name <b>two</b> zones which have conducted activities to support SBA and briefly describe the topic. 1. _____ topic: _____ 2. _____ topic: _____		
Overall, does the district show evidence of effectively implementing SBA ?(Circle yes or no) YES NO		
<b>INFORMATION TO SHARE ON SBA: (Continue on back of sheet if necessary)</b>		
Areas of strength of schools:	Areas of difficulty, where support is needed by district schools:	Suggested action to improve teaching and learning:

## 6d. Discussion Tool: Meeting between DEST, DRCC and ZESTs, ZICs

Date of Meeting: \_\_\_\_\_ Time: \_\_\_\_\_

Present: \_\_\_\_\_

**Objectives of the Meeting:** *Read the objectives of the meeting. At the end of the meeting review the list to ensure you have completed all of the objectives. (Place a tick in the boxes.)*

- ☐ To review information about School-based Assessment in the district
- ☐ To discuss experiences and results over the past month (focus on one type of assessment)
- ☐ To identify areas of strength and areas for improvement
- ☐ To plan an action to improve SBA implementation

**5. Review SBA Information:** Ask the ZESTs and ZICs to present the following documents:

Document	How many zones showed information?
Monthly assessment results from every zone	
End-of-term assessment results from zone	
Form 5B SBA Implementation Monitoring Form – Zonal Level	

**6. Discuss experiences and results over the past month:**

- a. Select one type of assessment. (Daily, Weekly, Monthly, End-of-Term or Homework)
- b. For this type of assessment, ask the Zones how this type of assessment has been conducted in the zone over the past month. Ask ZHTs-ZICs-ZEST: **Can you give an example of what you have observed or seen reported?**

**7. Identify areas of Strength and areas for Improvement**

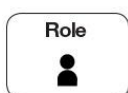
- a. Ask ZHTs-ZICs-ZEST to consider all the types of assessment (Daily, Weekly, Monthly, End-of-Term, and Homework). Ask them:  
**What did schools in your zone do well this past month? What are the strengths?**
- b. Ask ZHTs-ZICs-ZEST to consider all the types of assessment (Daily, Weekly, Monthly, End-of-Term, and Homework).  
Ask them: **Where did schools in your zone not do well this past month? What are the areas that need improvement?**

**8. Plan an action to improve SBA implementation**

Ask ZHTs-ZICs-ZEST to consider the areas that need improvement.

- What can the ZHTs-ZICs-ZEST do to improve SBA implementation?
- Are there common needs?
- What can DEST - DRCC do to help ZHTs-ZICs-ZEST?

## 7. District Resource Center Coordinator



### District Resource Center Coordinator (DRCC):

#### Importance of the role:

The DRCC has the opportunity to consolidate information from several zones and develop a general idea about the implementation of SBA across the district and the capacity of the zones to conduct SBA. DRCCs can provide support and resources to respond the in-service needs of teachers in the district. They can also give direction to ZICs. DRCCs and the DEST can develop standardised tools at district level for recording and keeping track of all the CPD activities at district level. DRCCs and the DEST can summarise the key successes and challenges across the zones and target weak schools and share best practices from some schools across the zones through coordinated district review meetings and fairs.

#### What is expected?

- DRCCs are expected to meet with Zonal Head Teachers, ZICs and ZESTs on SBA once per term.
- DRCCs should use the Resource Center to develop the capacity of teachers, school level and zonal level leaders in SBA.
- DRCCs should provide training and support to facilitate the implementation of SBA.
- Determine zones where SBA is being implemented, where not and why.
- Identify specific assessment skills which need to be improved.
- Summarize the needs for support in implementing SBA.



## Recommended Procedures for SBA Monitoring

For use by xxx

<i>Type of Assessment</i>	<i>How should you use results?</i>	<i>Whom do you share results with?</i>	<i>How will you get feedback?</i>
<b>SBA Implementation</b>	Lead with DEST a discussion about implementation of SBA in the district. Identify zones which need more information or support.	ZHTs, ZICs, DEST	Feedback from PEST, DEST
<b>SBA Capacity</b>	Lead discussion about SBA skills or capacity of teachers and leaders in the district. Identify zones which need more information or support. Collaborate with DEST and zonal level to detail plans to provide support. Based on the analysis of the data from the data collection SBA tools, share the findings with provincial level.	ZHTs, ZICS, DEST	Feedback from PEST, DEST



## Tools for Participating in SBA Monitoring

### ***Schedules:***

- See Schedule 6a. District Level Capacity Building and Meeting Schedule

### ***Forms:***

- 7a. Sample Certificate for training at the resource center
- See Forms 6b, Checklist for DEST - DRCC
- See Form 6c SBA Implementation Monitoring Form – District Level
- See Form 6d: Discussion form



## Ideas for Data Use

### **How can the DRCC use SBA Monitoring information?**

- Identify zones and schools lagging behind in administering week 5 (monthly) and week 10 (end-of-term) assessments
- Identify ZHTs and ZICs who have the capacity to implement SBA and those who need support and resources from the District Level
- Use data to define priorities for training at the Resource Center
- Collaborate with ZICs to determine strategies for increasing SBA Capacity in the schools.

# *Certificate of Participation*

This certifies that \_\_\_\_\_ (*name*) has completed  
\_\_\_\_\_ hours of training; \_\_\_\_\_ activities; \_\_\_\_\_ Enriching Our Teaching Teacher Group  
Meeting Modules as of \_\_\_\_\_ (*date*).

\_\_\_\_\_  
District Resource Center Coordinator

\_\_\_\_\_  
District Education Board Secretary

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

# Section D

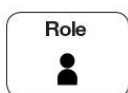
## SBA MONITORING AT THE **PROVINCIAL-LEVEL**

Resources for:

- Provincial Education Support Team (PEST)

## 8. Provincial Education Support Team

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### Provincial Education Support Team (PEST):

#### Importance of the role:

The PEST has the opportunity to consolidate information from several districts and develop a general idea about the implementation of SBA across the province. PESTs can give direction to DESTs in order to respond to the in-service needs of provincial schools. Promote standardised implementation of homework and SBA through guidelines and circulars. Monitoring and coordination.

#### What is expected?

- PESTs are expected to meet with DESTs on SBA once per term.
- Determine districts where SBA is being implemented, where not and why
- Identify specific assessment skills which need to be improved
- Summarize the needs for support in implementing SBA.
- Coordinate district performance review
- Include the SBA performance review for End-of-Term and end of year in PEST meeting agenda.
- Set provincial performance targets in learning and reading



## Recommended Procedures for SBA Monitoring For use by xxx

<i>Type of Assessment</i>	<i>How should you use results?</i>	<i>Whom do you share results with?</i>	<i>How will you get feedback?</i>
<b>SBA Implementation</b>	Lead discussion about implementation of SBA in the province. Identify districts which need more information or support. Coordinate Provincial administration of assessment and performance review. Analyse summaries of proficiency levels from the	DEST, PEST	Feedback from NEST
<b>SBA Capacity</b>	Lead discussion about SBA skills or overall capacity of teachers and leaders in the province. Identify districts which need more information or support. Detail plans to provide support.	DEST, PEST	Feedback from NEST



## Tools for Participating in SBA Monitoring

### Schedules:

- 8a. Provincial and National Level Meeting Schedule

### Form

- 8b. Checklist for work with the DESTs
- 8c. SBA Implementation Monitoring Form
- 8d. Discussion Tool



## Ideas for Data Use

### How can the PEST use SBA Monitoring information?

- Use data to set targets to improve performance of learners in certain areas
- Use data to develop strategies for remedial programs
- Use data to develop strategies for improving in-service training and professional development
- Use data to develop strategies for improving the ability of district level to carry out monitoring and implementation of SBA
- Information collected from the implementation of SBA can be useful in developing appropriate strategies for promoting common End-of-Terms and Grade 1 end of year and Grade 4 end of year competence tests (as appropriate)
- Compare existing EGRA or GALA information to data collected using SBA Monitoring to identify what type of improvements should be made to teaching and learning.
- Use data to improve standardised guidelines for homework

## 8a. Provincial and National Level Meeting Schedule

		Monitoring District Mtg (DM)	Monitoring Provincial Mtg (PM)	Monitoring National Mtg (PM)
	Week			
TERM 1	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8	DM		
	9			
	10		PM	
	11			
	12			
	13			
TERM 2	1			
	2			
	3	DM		
	4			
	5			NM
	6			
	7			
	8	DM		
	9			
	10		PM	
	11			
	12			
	13			
TERM 3	1			
	2			
	3	DM		
	4			
	5			
	6			NM
	7			
	8	DM		
	9			
	10		PM	
	11			
	12			
	13			
Post-year		DM	PM	NM
Total		5	4	3

### Notes:

- Provincial Monitoring Meetings** are held at least 4 times during the year. The DRCC and other members of the DEST meet with the PEST and the PRCC. The results of the District Level Monitoring Form will be shared. Typically, PM meetings occur during the two weeks following DM meetings.
- National Monitoring Meetings** are held at least 3 times during the year. The PRCC and other members of the PEST meet with the NEST, Exams Council, Teacher Training, and others. The results of the Provincial Level Monitoring Form should be shared. Typically, PM meetings occur during the two weeks following DM meetings.

### Form 8b. SBA Checklist for Provincial Education Support Team - PEST

As the PEST, you are responsible for ensuring that School-based Assessment is being conducted by schools in each district of the province as required by the Ministry of General Education.

Here is a list of SBA tasks and activities. Tick them off as they are completed.

1. I have met with all districts during the term. ☐

2. I have received information confirming that each of the following types of assessment is being conducted in all districts.

Daily Assessment	<input type="checkbox"/>
Weekly Assessment	<input type="checkbox"/>
Monthly Assessment	<input type="checkbox"/>
End-of-Term Assessment	<input type="checkbox"/>

3. I met with district-level leaders (DEST, DRCCs) and discussed performance levels, areas of strength, and areas where support is needed: ☐

4. I organized provincial level performance meetings ☐

5. I set targets for performance ☐

6. I set targets for in-service training or professional development in the province ☐

7. I completed the appropriate SBA District Monitoring Form. ☐

8. I met with the NEST and/or national education actors to communicate SBA Monitoring information ☐.

<b>8c – SBA IMPLEMENTATION MONITORING FORM – PROVINCIAL LEVEL</b>										
<b>Instructions:</b> This form is to be completed by the PEST or PRCC after the monthly discussion with the DEST and/or DRCC on the implementation of SBA in the province. Discussions should be conducted according to the established schedule. This tool helps you to collect important information on School-based Assessment (NOT on all aspects of teaching and learning).										
Name of Province: _____										
Date : _____										
Name of PEST or PRCC completing form:      First _____ Last _____										
<b>SBA IMPLEMENTATION</b>										
What percentage of districts have shared information on SBA Implementation in the past month? <input type="checkbox"/> 80% and above <input type="checkbox"/> 60-79% <input type="checkbox"/> 40-59% <input type="checkbox"/> 1-39% <input type="checkbox"/> No schools										
What percentage of districts have shared information on the following types of assessment? ____ Daily Assessment    ____ Weekly Assessment    ____ Monthly Assessment    ____ End-of-Term Assessment										
Please summarise the current performance levels of the schools in your province. (Shade in the graph)  Results are based on the following assessment(s): _____ _____	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">Outstanding</td> <td style="width: 60%; text-align: center;"> <div style="border: 1px solid black; height: 15px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; font-size: 0.8em;"> <span>0%</span> <span>50%</span> <span>100%</span> </div> </td> </tr> <tr> <td>Desirable</td> <td style="text-align: center;"> <div style="border: 1px solid black; height: 15px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; font-size: 0.8em;"> <span>0%</span> <span>50%</span> <span>100%</span> </div> </td> </tr> <tr> <td>Minimum</td> <td style="text-align: center;"> <div style="border: 1px solid black; height: 15px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; font-size: 0.8em;"> <span>0%</span> <span>50%</span> <span>100%</span> </div> </td> </tr> <tr> <td>Below minimum</td> <td style="text-align: center;"> <div style="border: 1px solid black; height: 15px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; font-size: 0.8em;"> <span>0%</span> <span>50%</span> <span>100%</span> </div> </td> </tr> </table>		Outstanding	<div style="border: 1px solid black; height: 15px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; font-size: 0.8em;"> <span>0%</span> <span>50%</span> <span>100%</span> </div>	Desirable	<div style="border: 1px solid black; height: 15px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; font-size: 0.8em;"> <span>0%</span> <span>50%</span> <span>100%</span> </div>	Minimum	<div style="border: 1px solid black; height: 15px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; font-size: 0.8em;"> <span>0%</span> <span>50%</span> <span>100%</span> </div>	Below minimum	<div style="border: 1px solid black; height: 15px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; font-size: 0.8em;"> <span>0%</span> <span>50%</span> <span>100%</span> </div>
Outstanding	<div style="border: 1px solid black; height: 15px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; font-size: 0.8em;"> <span>0%</span> <span>50%</span> <span>100%</span> </div>									
Desirable	<div style="border: 1px solid black; height: 15px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; font-size: 0.8em;"> <span>0%</span> <span>50%</span> <span>100%</span> </div>									
Minimum	<div style="border: 1px solid black; height: 15px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; font-size: 0.8em;"> <span>0%</span> <span>50%</span> <span>100%</span> </div>									
Below minimum	<div style="border: 1px solid black; height: 15px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; font-size: 0.8em;"> <span>0%</span> <span>50%</span> <span>100%</span> </div>									
Please name the <b>two</b> districts which have submitted the <b>least</b> amount of information on SBA Implementation. 2. _____ 2. _____										
<b>SBA CAPACITY</b>										
What percentage of districts have shared information on SBA Capacity in the past month? <input type="checkbox"/> 80% and above <input type="checkbox"/> 60-79% <input type="checkbox"/> 40-59% <input type="checkbox"/> 1-39% <input type="checkbox"/> No zones										
How many hours of training or other support activities related to SBA have been organized at the district level? <input type="checkbox"/> 0 <input type="checkbox"/> 1-2 hours <input type="checkbox"/> 3-4 hours <input type="checkbox"/> 5-7 hours <input type="checkbox"/> 1 day <input type="checkbox"/> 1.5 days <input type="checkbox"/> 2 days or more										
Please name <b>two</b> districts which have conducted activities to support SBA and briefly describe the topic. 3. _____ topic: _____ 4. _____ topic: _____										
Overall, does the province show evidence of effectively implementing SBA ?(Circle yes or no)      YES      NO										
<b>INFORMATION TO SHARE ON SBA: (Continue on back of sheet if necessary)</b>										
Areas of strength:	Areas of difficulty, where support is needed by provincial schools:	Suggested action to improve teaching and learning:								

## 8d. Discussion Tool: *Meeting between PEST and DEST*

Date of Meeting: \_\_\_\_\_ Time: \_\_\_\_\_

Present: \_\_\_\_\_

**Objectives of the Meeting:** *Read the objectives of the meeting. At the end of the meeting review the list to ensure you have completed all of the objectives. (Place a tick in the boxes.)*

- ☐ To review information about School-based Assessment in the province
- ☐ To discuss experiences and results over the past month
- ☐ To identify areas of strength and areas for improvement
- ☐ To plan an action to improve SBA implementation

**1. Review SBA Information:** Ask the DESTs to present the following documents:

Document	How many districts showed information?
Monthly assessment results from every district	
End-of-term assessment results from district	
Form 6B SBA Implementation Monitoring Form – District Level	

**2. Identify areas of Strength and areas for Improvement**

- a. Ask DESTs to consider all the types of assessment (Daily, Weekly, Monthly, End-of-Term, and Homework). Ask them:

**What districts performed well? What are the strengths?**

- b. Ask DESTs to consider all the types of assessment (Daily, Weekly, Monthly, End-of-Term, and Homework).

Ask them: **Where did districts not do well this past month? What are the areas that need improvement?**

**3. Plan an action to improve SBA implementation**

Ask DESTs to consider the areas that need improvement.

- What can the DESTs do to improve SBA implementation?
- Are there common needs? What targets can be set?
- What can the PEST do to help districts improve teaching and learning?

# Section E

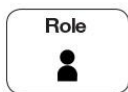
## SBA MONITORING AT THE **NATIONAL-LEVEL**

Resources for:

- National Education Support Team (NEST)

## 9. National Education Support Team

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### National Education Support Team (NEST):

#### Importance of the role:

The NEST has the opportunity to consolidate information from several provinces and develop a general idea about the implementation of SBA across the province. The NEST can give direction to PESTs in order to respond to the in-service needs of provincial schools. The NEST can use SBA information to design curriculum and testing at a national level.

#### What is expected?

- The NEST is expected to meet with PESTs on SBA once per term.
- Determine provinces where SBA is being implemented, where not and why
- Identify specific assessment skills which need to be improved
- Summarize the needs for support in implementing SBA.
- Propose revisions to assessment, curriculum, and teacher training as appropriate



## Recommended Procedures for SBA Monitoring For use by xxx

<i>Type of Assessment</i>	<i>How should you use results?</i>	<i>Whom do you share results with?</i>
<b>SBA Implementation</b>	Lead discussion about implementation of SBA in the different provinces. Identify provinces which need more information or support. Report on how Provinces are meeting their targets. Comparative summary of provincial implementation of SBA Summary of Proportions of Learners reaching different PLs in different provinces	PESTs
<b>SBA Capacity</b>	Lead discussion about SBA skills or overall capacity of teachers and leaders. Identify provinces which need more information or support. Detail plans to provide support.	PESTs



## Tools for Participating in SBA Monitoring

### **Schedules:**

- See 8a. Provincial and National Level Meeting Schedule

### **Forms:**

- 9a Discussion Tool for work with PESTs
- 9b. SBA Implementation Summary Form (by province)
- 9c. SBA Performance Level Summary Form (by province)



## Ideas for Data Use

### **How can the NEST use SBA Monitoring information?**

- Use data to set national benchmarks and targets to improve performance of learners in certain areas
- Use data to develop strategies for remedial programs
- Use data to improve teacher training
- Use data to improve in-service training and professional development
- Use data to propose revisions to the curriculum
- Use data collected to improve assessment tools as needed
- Use data to review SBA monitoring capacity at the provincial level and to identify way to improve monitoring skills.

## 9a. Discussion Tool: Meeting between NEST and PESTs

Date of Meeting: \_\_\_\_\_ Time: \_\_\_\_\_

Present: \_\_\_\_\_

**Objectives of the Meeting:** *Read the objectives of the meeting. At the end of the meeting review the list to ensure you have completed all of the objectives. (Place a tick in the boxes.)*

- ☐ To review information about School-based Assessment across the provinces
- ☐ To discuss results and performance
- ☐ To identify areas of strength and areas for improvement
- ☐ To plan an action to improve SBA implementation

**1. Review SBA Information:** Ask the PESTs to present the following documents:

Document	How many provinces showed information?
Monthly assessment results from every province	
End-of-term assessment results from province	
Form 8B SBA Implementation Monitoring Form – Provincial Level	

**2. Identify areas of Strength and areas for Improvement**

- **What provinces performed well? What are the areas of strength? Why are learners performing well in these subject areas?**
- **In what subject areas did provinces not perform as well? Why are learners struggling in these subject areas? What areas can be targeted for improvement?**

**3. Plan actions to improve SBA implementation**

Ask PESTs to consider the areas that need improvement.

- What can the PESTs do to improve SBA implementation?
- What can the PESTs do to improve results in areas?
- Are there common needs? What priorities can be set?
- What can the NEST do to help provinces improve teaching and learning?

## 9b. SBA Implementation Summary Form by Province

Name of NEST member completing the Summary Form: \_\_\_\_\_

Function: \_\_\_\_\_

Date completed: \_\_\_\_\_

Province	What is your degree of satisfaction with the information you receive on SBA Implementation? (1 – 4)	What is your degree of satisfaction with information related to SBA Capacity? (1-4)	Notes	Total score (add two scores for a total out of 8)
Central				
Copperbelt				
Eastern				
Luapula				
Lusaka				
Muchinga				
Northern				
North-Western				
Southern				
Western				

**Please use the following scale to rate your degree of satisfaction with performances of the provinces.**

4 = Very satisfied. Excellent monitoring of SBA Implementation and SBA Capacity. *(Provides up-to-date information. Submits completed provincial monitoring form (8b). Discusses areas of strength and areas for improvement. Helps to identify actions to improve teaching and learning in province.)*

3 = Satisfied. Adequate level of monitoring.

2 = Somewhat unsatisfied. Partial monitoring - for example, *the monitoring is carried out, but the form is not always up-to-date.*

1 = Unsatisfactory. Incomplete and inadequate level of monitoring of SBA Implementation and SBA Capacity. *(Information is non-existent or out of date. Does not complete monitoring form (8b). Is not able to use data to identify areas of strength and areas for improvement. Does not help to identify actions to improve teaching and learning.*

\_\_\_\_\_  
Member of NEST













\_\_\_\_\_  
Date

















### 9c. SBA Proficiency Levels Summary Form by Province













Name of NEST member completing the Summary Form: \_\_\_\_\_

Function: \_\_\_\_\_

Date completed: \_\_\_\_\_

Province	Performance Levels in Province: <i>Indicate score and shade in the area.</i>	Date of latest information
<b>Central</b>	Outstanding  0% 50% 100%	
	Desirable  0% 50% 100%	
	Minimum  0% 50% 100%	
	Below minimum  0% 50% 100%	
<b>Copperbelt</b>	Outstanding  0% 50% 100%	
	Desirable  0% 50% 100%	
	Minimum  0% 50% 100%	
	Below minimum  0% 50% 100%	
<b>Eastern</b>	Outstanding  0% 50% 100%	
	Desirable  0% 50% 100%	
	Minimum  0% 50% 100%	
	Below minimum  0% 50% 100%	

<b>Luapula</b>	Outstanding  0% 50% 100%	
	Desirable  0% 50% 100%	
	Minimum  0% 50% 100%	
	Below minimum  0% 50% 100%	
<b>Lusaka</b>	Outstanding  0% 50% 100%	
	Desirable  0% 50% 100%	
	Minimum  0% 50% 100%	
	Below minimum  0% 50% 100%	
<b>Muchinga</b>	Outstanding  0% 50% 100%	
	Desirable  0% 50% 100%	
	Minimum  0% 50% 100%	
	Below minimum  0% 50% 100%	
<b>Northern</b>	Outstanding  0% 50% 100%	
	Desirable  0% 50% 100%	
	Minimum  0% 50% 100%	
	Below minimum  0% 50% 100%	

<b>North-Western</b>	Outstanding  0% 50% 100%	
	Desirable  0% 50% 100%	
	Minimum  0% 50% 100%	
	Below minimum  0% 50% 100%	
<b>Southern</b>	Outstanding  0% 50% 100%	
	Desirable  0% 50% 100%	
	Minimum  0% 50% 100%	
	Below minimum  0% 50% 100%	
<b>Western</b>	Outstanding  0% 50% 100%	
	Desirable  0% 50% 100%	
	Minimum  0% 50% 100%	
	Below minimum  0% 50% 100%	

